

A Brief Overview of Applied Technology Education in Utah

Staff presentation to the Higher Education Task Force -- May 17, 2007

I. APPLIED TECHNOLOGY EDUCATION BACKGROUND

What is Applied Technology Education?

(See Utah Code Ann. Section 53B-2a-101)

"Applied Technology Education" (ATE) means organized educational programs offering sequences of courses or skill sets directly related to preparing individuals for paid or unpaid employment in current or emerging occupations that do not require a baccalaureate or advanced degree.

"Competency-based" means mastery of subject matter or skill level, as demonstrated through approved business and industry approved standards and assessments, achieved through participation in a hands-on learning environment, and which is tied to observable, measurable performance objectives.

"Open-entry, open-exit" means: (1) a method of instructional delivery that allows for flexible scheduling in response to individual student needs or requirements and demonstrated competency when knowledge and skills have been mastered; and (2) students have the flexibility to begin or end study at any time, progress through course material at their own pace, and demonstrate competency when knowledge and skills have been mastered. If competency is demonstrated in a program of study, a credential, certificate, diploma, or degree may be awarded.

New Terminology

Applied technology education is now often referred to as "career and technical education."

Applied Technology Education occupational categories include:

Agriculture; Business; Family and consumer sciences; Health science and technology; Marketing; Trade, technical and industrial education; and Technology education.

Examples of ATE Programs include:

Accounting; Criminal Justice; Physical Therapy; Plumbing; Management Information Systems; Construction; Interior Design; Dental/Medical/Pharmacy Assistant; . . .and hundreds more.

ATE in Utah Prior to 2001:

How was ATE delivered?

ATE programs were primarily delivered through:

1. Public Education (40 School Districts, Charter Schools, and 5 Applied Technology Centers (ATCs)) under the direction of the Utah State Board of Education;

2. Higher Education through the institutions of Higher Education under the direction of the State Board of Regents; and

3. Applied Technology Center Service Regions (ATCSRs) functioning as a joint effort between Higher and Public Education.

Public Education ATE delivery:

Under the direction of the State Board of Education/Board for Applied Technology Education, ATE programs are delivered through:

1. Core Career Connections (K-6);
2. Technology, Life, and Careers (7-12);
3. Comprehensive Guidance and Student Education Occupation Plans;
4. Work-Based Learning; and
5. High School ATE Programs in 40 Districts and Charter Schools.

Applied Technology Centers (ATCs)

ATCs provided open-entry, open-exit programs to high school and adult students. Instruction was competency-based. Students progress through their occupational programs at their own rate according to abilities and circumstances.

1. Bridgerland ATC (Box Elder, Cache, Rich);
2. Ogden Weber ATC (Weber);
3. Davis ATC (Davis, Morgan);
4. Uintah Basin ATC (Daggett, Duchesne, Uintah); and
5. Wasatch Front South ATC (Salt Lake, Tooele).

Joint Higher and Public Education Delivery of ATE programs

Applied Technology Center Service Regions (ATCSRs) provided similar services to ATCs in other regions of the state. Training was short-term, open-entry/open-exit, competency based and non-credit.

1. Mountainland ATCSR (Utah, Wasatch, Summit);
2. Southeast ATCSR (Carbon, Emery, Grand, San Juan); and
3. Southwest ATCSR (Beaver, Garfield, Kane, Iron, Washington).

Higher Education ATE delivery:

Higher Education delivered ATE programs primarily through these eight institutions:

1. Utah State University;
2. Weber State University;
3. Southern Utah University;
4. Snow College (including Snow College South, formerly Sevier Valley ATC);
5. Dixie College;
6. College of Eastern Utah;
7. Utah Valley State College; and
8. Salt Lake Community College.

ATE in Utah After 2001:

How is ATE currently delivered in Utah?

ATE programs are delivered through:

1. Public Education (40 school districts and charter schools) under the direction of the Utah State Board of Education;
2. Higher Education through the institutions of Higher Education under the direction of the State Board of Regents; and
3. Utah College of Applied Technology (UCAT) originally composed of 10 (now 8) college campuses.

Utah College of Applied Technology (UCAT)

1. Composed of 8 college campuses;
2. Governed by UCAT President and UCAT Board of Trustees; and
3. Each college campus is governed by a campus president and a campus board of directors.

What are the ATE Funding Guidelines?

1. Legislature to appropriate directly to each ATC;
2. Legislature to consider each ATC's budget request independently of budgets submitted by the governor and the State Board of Higher Education and Applied Technology Education;
3. Recognize that the State Board of Education proposes ATE budgets for public education students enrolled in ATCs;
4. ATE funding for public education students enrolled in ATCs is maintained through the system of public education; and
5. ATE dollars should only be for ATE .

II. RECENT APPLIED TECHNOLOGY EDUCATION BILLS

2000 General Session, H.B. 336, Applied Technology Education Task Force -- Alexander, J.
Section 2. Duties -- Interim report.

(1) The [Applied Technology Education] task force shall review and make recommendations on the following applied technology education issues:

- (a) the role and mission of applied technology education providers in the state;
- (b) the governance of applied technology education;
- (c) the criteria for determining new facility requirements to provide applied technology education services;
- (d) policies regarding standards of accountability and articulation among stakeholders;
- (e) funding mechanisms;
- (f) the applied technology education role and mission of the Joint Liaison Committee within the state's education systems;
- (g) the development and use of measurable standards, including uniformity in developing

databases and common methods of distributing information;

(h) duplication of applied technology education programs between the state's public and higher education systems; and

(i) other issues related to applied technology education as determined by the task force.

(2) A final report, including any proposed legislation, shall be presented to the Education Interim Committee before November 30, 2000.

2001 General Session, H.B. 34, Applied Technology Education Governance & 1st Sub.

H.B. 34, Applied Technology Education Governance -- Stephens, M.

- establishes a new applied technology education governance structure for Utah;
- establishes applied technology education regions in Utah, establishes their governance structure, and defines the powers and duties of region boards and superintendents; and
- establishes a Joint Applied Technology Education Council, establishes its membership and meeting requirements, and defines the powers and duties of the council.

2001 General Session, 5th Sub. H.B. 34, Applied Technology Education Governance -- Blackham, L.

- establishes a new applied technology education governance structure for Utah;
- establishes the Board of Regents as the ultimate governing authority for post-secondary applied technology education in Utah;
- establishes a Utah College of Applied Technology and establishes regional applied technology colleges in Utah, establishes their governance structure, and defines their powers and duties;
- establishes a Utah College of Applied Technology Board of Trustees, establishes its membership and meeting requirements, and defines its powers and duties; and
- establishes regional applied technology colleges within certain existing higher education institutions and establishes their governance structure and defines their powers and duties.

2001 1st Special Session, H.B. 1003, Applied Technology Education Governance -- Bigelow, R.

- establishes a new applied technology education governance structure for Utah;
- creates the Utah College of Applied Technology and regional applied technology colleges in Utah, establishes their governance structure, and defines their powers and duties;
- defines the governing authority of the State Board of Regents with respect to the Utah College of Applied Technology and its regional applied technology colleges;
- creates the Utah College of Applied Technology Board of Trustees, establishes its membership and meeting requirements, and defines its powers and duties;
- establishes regional applied technology college boards, establishes their membership and meeting requirements, and defines their powers and duties;
- establishes the offices of the president of the Utah College of Applied Technology and the regional presidents and defines their appointments, powers, and duties; and
- repeals the State Board for Applied Technology and transfers most of its duties and

responsibilities to the State Board of Education.

2003 General Session, H.B. 232 Substitute, Utah College of Applied Technology

Amendments -- Bigelow, R.

- modifies the State System of Higher Education Code by modifying provisions relating to the Utah College of Applied Technology;
- changes terminology of the Utah College of Applied Technology's college campuses, campus presidents, and campus boards of directors;
- amends definitions;
- modifies some governance provisions within the Utah College of Applied Technology and its campuses as well as provisions relating to governance by the State Board of Regents;
- allows market cost tuition for adult students of the Utah College of Applied Technology; and
- authorizes certain Utah College of Applied Technology campus leases.

2003 General Session, H.B. 161 Third Substitute, Snow College Richfield Campus --

Johnson, B.

- changes the name of Snow College South to the Snow College Richfield campus;
- removes the Central Applied Technology College from the Utah College of Applied Technology and transfers its functions and responsibilities to Snow College;
- creates an applied technology advisory committee at the Snow College Richfield campus and specifies its membership and duties; and
- modifies applied technology education reporting provisions.

2005 General Session H.B. 86, Utah College of Applied Technology Amendments --

Bigelow, R.

- allows Utah College of Applied Technology courses to fulfill high school graduation requirements, subject to State Board of Education approval;
- repeals the authority for the Utah College of Applied Technology to offer a high school diploma;
- establishes the Utah College of Applied Technology as a body politic and corporate;
- requires the president and board of trustees of the Utah College of Applied Technology to maintain a central administration office;
- modifies the campus president appointment process; and
- authorizes campuses to enter into lease-purchase agreements, subject to certain approvals.

2007 General Session H.B. 371, Applied Technology Education Amendments -- Bigelow, R.

- provides definitions;
- requires specific parental notification and consent before minor public education students may participate in the clinical experience segment of health care occupation programs;

- removes the Southeast Applied Technology College from the Utah College of Applied Technology and transfers its functions and responsibilities to the College of Eastern Utah;
- provides tuition uniformity for duplicate programs; and
- creates an applied technology advisory committee at the College of Eastern Utah and specifies its membership and duties; and
- modifies applied technology education reporting provisions.

III. APPLIED TECHNOLOGY EDUCATION TASK FORCE

During the 2000 General Session, the Legislature passed H.B. 336, “Applied Technology Education Task Force,” which created a ten-member task force (three senators and seven representatives) charged with studying the issue of applied technology education.

Task Force Membership

President Lane Beattie, Senate Chair (for first two meetings)
 Senator Leonard M. Blackham, Senate Chair (beginning with the third meeting)
 Senator John L. Valentine (Replaced Pres. Beattie)
 Senator Ron Allen
 Speaker Martin R. Stephens, House Chair
 Representative Ron Bigelow
 Representative Craig W. Buttars
 Representative Bradley T. Johnson
 Representative Bill Wright
 Representative Judy Ann Buffmire
 Representative James R. Gowans

Complete task force information is available on the Legislature's website at <http://www.le.state.ut.us> (Use the legislative histories & past interims links). The specific, direct link is: <http://www.le.state.ut.us/asp/interim/Commit.asp?Year=2000&Com=TSKATE>

Task Force Meetings

The Task Force held the following meetings during the 2000 Interim:
 May 30, June 12, June 26, July 13, Aug. 14, Aug. 28, Sept. 11, Sept. 25, Oct. 16, Oct. 30, Nov. 13, and Nov. 20.

Task Force ATE Principles

Some of the ATE issues/principles discussed by the Applied Technology Task Force members included (Principles are not prioritized):

1. The governance structure selected should best serve the needs of children and adults seeking ATE in light of changes, particularly technological changes, that are occurring.
2. Different regions of the state should be treated equitably.
3. Cooperation between higher education and public education is vital and must be

encouraged, while competition or "turf battles" must be minimized.

4. Create a system that provides representation from public and higher education and business, but that eliminate turf battles.

5. Training must be quick and sure for students who seek specific occupational and vocational training.

6. Consider the effect of any solution on the public schools and on high school administration.

7. Adequately fund ATE to ensure success of programs.

8. Provide product choice and the opportunity to access the product.

9. Solutions must not interfere with existing cooperative arrangements and must ensure that successful programs continue.

10. Ensure that students experience no financial disincentive (higher cost) in one system or the other.

11. Choose an option that more permanently solves the problem and eliminates or diminishes future requests to the Legislature for ATE facilities and funding.

12. In rural areas, minimize the need for students to travel significant distances to participate in a particular program.

13. Create some entity with the responsibility to prioritize ATE capital facilities.
(See the minutes/materials of the Sept. 11 and Sept. 25, 2000 meetings)

ATE Governance Options

In the June 26, 2000 meeting of the Applied Technology Task Force, Mr. Charlie Johnson, Chair, Utah Board of Regents, reviewed seven options for Applied Technology Education structure:

1. Continue the existing structure of dual governance of adult ATE;
2. Establish a third, independent ATE governing board;
3. Establish a single governing board for all levels of education;
4. Create a different division point between public and higher education;
5. Consolidate governance of adult ATE under the State Board of Education;
6. Unify all adult ATE under the State Board of Regents; and
7. Other possible governance structures yet to be identified.

The Applied Technology Task Force considered additional multiple governance options for ATE in Utah in subsequent meetings. In its September 11, 2000 meeting, the task force voted on the options as follows:

Options:	# Voting Yes:	# Voting No:
Status Quo:	1	8
Legislative Approach:	2	7
Modified Joint Liaison Committee:	8	1
Board of Regents:	2	7
State Board of Education:	0	9
New ATE Board:	2	7
New ATE/Comm. Colleges Board:	2	7
State Agency:	1	8

Single Board:	6	3
Transfer of ATC Governance:	0	9
Credit/Noncredit:	2	7
Adult/Secondary:	6	3
Regional:	2	7

Task Force Legislation

The task force developed legislation titled "Applied Technology Education Governance" that proposed a new ATE governance structure for Utah. It established nine ATE regions for Utah and set up a regional board to govern ATE within each of those regions. The bill also defined the appointment process, powers, and duties of regional boards and regional superintendents. The legislation established the Joint Applied Technology Education Council as the statewide entity responsible for ATE. Its membership includes five representatives from higher education, five representatives from public education, nine representatives of the regional boards (one from each region), and two business and industry representatives. The bill defined the powers and duties of the council and repeals the Joint Liaison Committee. The task force reported to the Education Interim Committee at its November 30, 2000 meeting. Both the task force and the Education Interim Committee recommended the legislation that was numbered as H.B. 34 for the 2001 General Session.